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# Workshop on Data Collection and Reporting for SAU/LEA

December 13, 2006



# Purpose

- Explain the methods of report generation including MEDMS, Incidence of Prohibitive Behavior, SAU/SPP Report Cards
- Respond to questions
- Promote the importance of teams at SAU/LEA
- Identify Concerns that need further response



# Agenda

1. Welcome - Pam Rosen
2. State Performance Plan and School Report Cards - George Smith and Dana Duncan  
(Brief break)
3. Overview of data collection - Bill Hurwitch and George
4. Suggestions from the Participants about improved implementation and communication with the field



# Responded on Data Validity

MSAD 5	Bridgewater	Millinocket
MSAD 11	Dresden	Old Orchard Beach
MSAD 20	East Machias	Union 42/CSD10
MSAD 24	Easton	Union 74
MSAD 35	EUT	Union 76
MSAD 42	Freeport	Union 93
MSAD 59	Lewiston	Union 102
MSAD 64	Limestone	Union 107
MSAD 71	Madawaska	Yarmouth



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# State Performance Plan Annual Performance Report

Reporting to the public, report  
card structure

<http://www.maine.gov/education/speced/spp/>



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# Elements of the Discussion

- Update on the State Performance Plan and the Annual Performance Report
- Share the approach used in analysis
- Clarify the Report Card data recently mailed



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# IDEA Reauthorized 2004

- Requires a 6 year performance plan
  - Prescribed format and content
- 34 Indicators
  - 14 for birth through age 2
  - 20 for school aged (3-20)
- Measurable and rigorous targets





# The Indicators

Indicator Target	Part C Indicator Number
On-time Service Delivery	C-1
Natural Settings (LRE 0-2)	C-2
<b>Developmental Outcomes (0-2)</b>	<b>C-3 (New)</b>
<b>Parental Involvement</b>	<b>C-4 (New)</b>
0-1 Eligibility	C-5
0-3 Eligibility	C-6
On-time Evaluation	<u>C-7</u>
<b>Transition Planning</b>	<b><u>C-8</u> (New)</b>
Monitoring and Due-Process	<u>C-9</u>
Complaints	<u>C-10</u>
Hearings	<u>C-11</u>
<b>Resolution Sessions</b>	<b>C-12 (New)</b>
Mediations	C-13
Reporting	<u>C-14</u>

Indicator Target	Part B Indicator Number
Graduation	B-1
Dropouts	B-2
Participation and Performance	B-3
Suspensions and Expulsions	B-4
Classroom Placement (LRE 6-20)	B-5
Natural Settings (LRE 3-5)	B-6
<b>Developmental Outcomes (3-5)</b>	<b>B-7 (New)</b>
<b>Parental Involvement</b>	<b>B-8 (New)</b>
<b>Disproportionality in Special Ed.</b>	<b>B-9 (New)</b>
<b>Disproportionality in Category</b>	<b>B-10 (New)</b>
On-time Evaluation	<u>B-11</u>
<b>Transition Planning</b>	<b><u>B-12</u> (New)</b>
<b>Transition Goals and Services</b>	<b><u>B-13</u> (New)</b>
<b>Post-School Outcomes</b>	<b>B-14 (New)</b>
Monitoring and Due-Process	<u>B-15</u>
Complaints	<u>B-16</u>
Hearings	<u>B-17</u>
<b>Resolution Sessions</b>	<b>B-18 (New)</b>
Mediations	B-19
Reporting	<u>B-20</u>





# SPP Reporting

- SPP requires States to report the status of each indicator each year in the Annual Performance Report (APR)
- SPP and subsequent APRs must be made available to the public
- Performance data will be made public by LEA, by indicator, each year



# Report Card

- 3 Sections
  - Performance Summary
    - Graduations, Dropouts, MEA, Susp/Exp, Parents
  - MEA details
  - Parent Surveys
- Presents SAU data for Indicators 1, 2, 3, 4, 5, and 8
- SAU defined as Superintendent/Special Education director districts/unions/CSDs



# Glossary Items

- UCL – LCL Upper and lower limits within which districts are expected to vary
- SPP Target – Set by advisory committee
- Rank in the relative position among all reporting districts
  - “of” number will vary depending on the number of districts reporting and the number of ties in the data.

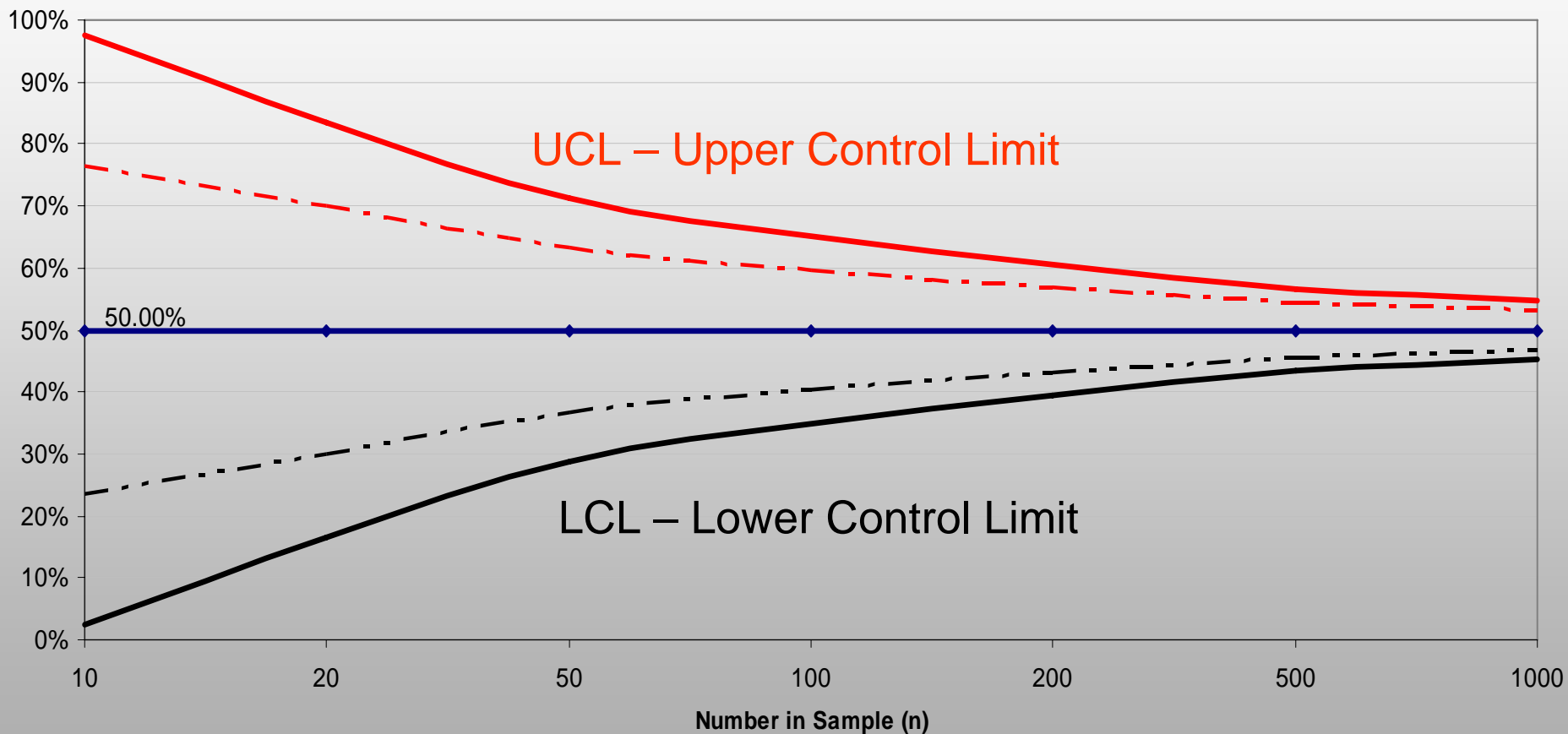


# Analysis of Means (ANOM) Procedure

- The Analysis of Means test was invented by Ellis Ott at Rutgers University in the 1950's.
- ANOM is more conservative than other measures in that it minimizes the probability of saying an LEA is different when it is not.
- Does not assume a normal distribution. Instead a vertical band of common cause variation is calculated for each LEA and placed around the overall average.
- The width of the common cause band is determined by the "n" size of the district.



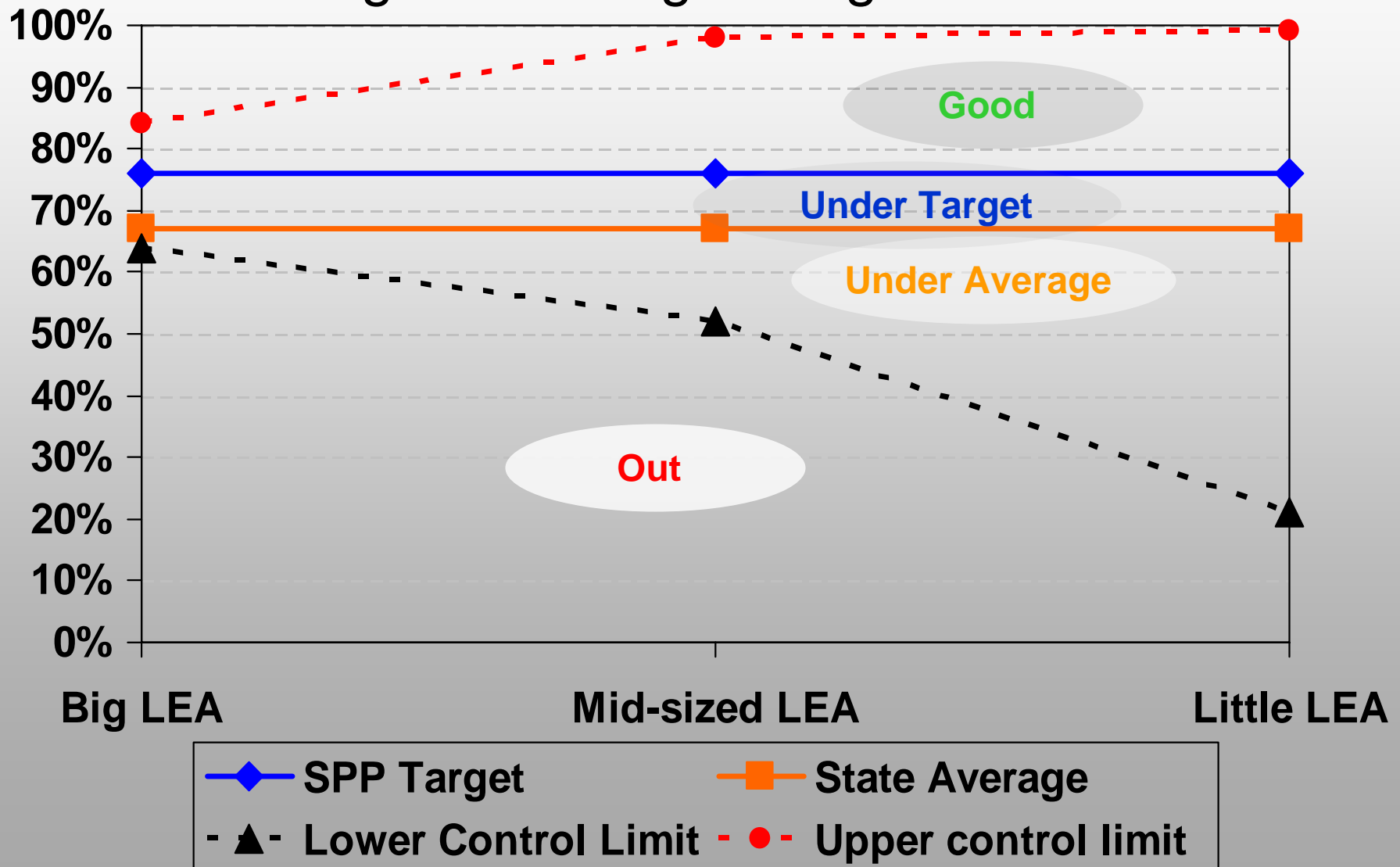
### Standard Error Methods Comparison



—◆— proportion mean    — - - low @ 95% confidence interval    - - - high @ 95% confidence interval    — Low - Ott ANOM method    — High - Ott ANOM method



## Ranking and Rating – Target to Increase







**Part B, Indicator 1:** Percent of youth with IEPs graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.

District's rank on this indicator. The "of" number will vary depending on the number of districts reporting

"N" means district graduation rate is not below target. "Y" means district rate is below target.

	# Diplomas	Grad. Rate	State Avg	UCL	LCL	Below LCL?	Target	Below Target?	Rank of 118
HIGH SCHOOL NAME	506	76.4%	87.2%	80%	73%	N	76%	N	110

UCL – LCL Upper and lower limits within which districts are expected to vary

SPP Target – Set By advisory comm.





## Part B, Indicator 2: Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.

District's rank on this indicator.

"N" means district dropout rate is not above target. "Y" means district rate is above target.

	# Dropouts	Dropout Rate	State Avg	LCL	UCL	Above UCL?	Target	Above Target?	Rank of 119
HIGH SCHOOL NAME	30	2.1%	2.8%	1.5%	4.1%	N	3.2%	N	66

UCL – LCL Upper and lower limits within which districts are expected to vary

SPP Target – Set By advisory comm.



## **Part B, Indicator 3:** Participation and performance of children with disabilities on statewide assessments.

- A. Percent of LEAs meeting the State's AYP objectives for progress for disability subgroup.
- B. Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.
- C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.



**Part B, 3B.** Participation rate for children with IEPs in a regular assessment with no accommodations; regular assessment with accommodations; alternate assessment against grade level standards; alternate assessment against alternate achievement standards.

Grade 11 is Not  
Yet Complete

<b>SPP Indicator B3b. Participation rate for children with IEPs.</b>	a # Did not participate	b. # W/O accommodations	c. # W accommodations	d. Alternate assessment	e. Total (a+ b+c+d)	P. Rate = e./ sum(b.:d.)	Rank of 154
Third Grade Reading	0	8	70	3	81	100%	1
Third Grade Math	1	7	70	3	81	99%	104
Third Grade Science	81	0	0	0	81	N/A	N/A



## Part B, 3C. Proficiency rate for children with IEPs against grade level standards and alternate achievement standards.

Note: Analysis based on raw data. Confidence intervals, safeguards such as averaging across years due to small “n” values are not included here, i.e., not to be confused w/ AYP

Grade 11 is Not  
Yet Complete

<b>SPP Indicator B3c. Performance rates for children with IEPs.</b>	Number Tested	Number Met/Exceeded	Proficiency Rate	Expected	Actual - Expected	Rank of 154
Fourth Grade Reading	90	32	36%	45%	-9%	40
Fourth Grade Math	90	31	34%	44%	-10%	58
Fourth Grade Science	90	28	31%	N/A	N/A	78



## **Part B, Indicator 4: Rates of suspension and expulsion:**

- A. Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year; and
- B. Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of greater than 10 days in a school year of children with disabilities by race and ethnicity.



**Part B, 4A.** Percent of LEAs identified by the State as having a significant discrepancy in the rates of suspensions and expulsions of children with disabilities for greater than 10 days in a school year

District's rank on this indicator. Note: a Rank of 56 indicates 0% sus/exp.

Suspension and expulsion combined.

"N" means district sus/exp rate is not above target. "Y" means district rate is above target.

	Enrollment SPED	# Sus+Exp SPED	% Sus+Exp SPED	State Avg.	LCL	UCL	Above UCL?	Rank of 56, 56 = 0%
School Name	190	1	0.5%	0.6%	-1.1%	2.4%	N	41

UCL – LCL Upper and lower limits within which districts are expected to vary





## Part B, Indicator 5: Percent of children with IEPs aged 6 through 21:

A. Removed from regular class less than 21% of the day; B. Removed from regular class greater than 60% of the day; or C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

SPP Indicator B5: Percent of children with IEPs aged 6 through 21:	Special Ed Enrollment	Number in Setting	Percent in Setting	State Average	UCL	LCL	Above UCL?	Target	Above Target?	Rank of 154
a. Removed from regular class less than 21% of the day	411	264	64.2%	58.0%	71.5%	56.9%	N	60.0%	N	57
b. Removed from regular class greater than 60% of the day	411	55	13.4%	11.1%	18.0%	8.7%	N	12.0%	Y	119
c. Served in public or private separate schools, residential placements, or homebound or hospital placements.	411	19	4.6%	3.5%	7.3%	1.9%	N	4.0%	Y	124

Note: For a. expectation is LEA is at or above target, for b. and c. expectation is LEA is at or below target.





**Part B, Indicator 8:** Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

<b>Survey Summary Part B</b>	<b>ALL</b>	<b>LEA</b>
Total Surveys Sent	32607	621
Total Surveys Returned	6793	139
Return Rate	21%	22%
Total Number with Wrong Address	2562	37
Total <u>Unable</u> to be Forwarded	1317	14
Total <u>Able</u> to be Forwarded	1245	23
% Wrong Address	8%	10%



**Part B, Indicator 8 (cont.)** : Percent of parents with a child receiving special education services who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.

Questions	Never (1) ALL	Rarely (2) ALL	Often (3) ALL	Always (4) ALL	No Reply ALL	Average Score ALL	Never (1) LEA	Rarely (2) LEA	Often (3) LEA	Always (4) LEA	No Reply LEA	Average Score LEA	LEA - ALL
Composite Score	9864	12989	27208	59989	11774	3.2	4	11	49	131	21	3.6	0.3



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# Questions?

- Break
- MEDMS Demonstration